

4 month reporting date 6/3/06 Received 6.12.06
8 month reporting date 10/3/06 Received 10/24/06
12 month completion date 2/3/07
Closed 10/26/06

Gettysburg School District Improvement Plan/Progress Report Form

Principle : 3 - Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04.02. Determination of needed evaluation data. As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall:

- (1) Review existing evaluation data on the child, including
 - a. Evaluations and information provided by the parents of the child;
 - b. Current classroom-based assessments and observations; and
 - c. Observations by teachers and related services providers; and
- (2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:
 - a. Whether the student has a particular category of disability as described in this article;
 - b. The present levels of performance and educational needs of the student; and
 - c. Whether the student needs special education and related services.

Though interview and a review of student records, parents input into evaluation was not documented for five students at the elementary level.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures all evaluation procedures are implemented in accordance with all procedural requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will consistently obtain and document parent input into the evaluation process.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? After the districts evaluation team has determined what evaluations will be used to determine eligibility or continued eligibility, the parents will be informed of the districts decision. The district will document input from the student's parents identifying what additional evaluation data is needed, if any.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of all initial evaluations and reevaluations conducted at the elementary level during the 4 month reporting period and report to SEP the total number of file reviewed and the number of file in which parents input into the evaluation process was documented.</p>	On or before February 1, 2007	Special Educator	(completed by SEP) MET 6.12.06
Please explain the data (4 month) 6/1/06 In the 3 initial evaluations or re-evaluations started since Feb. 1, 2006, all 3 files reviewed showed documentation of parental input into evaluation.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 4 – Procedural Safeguards
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent. Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents. If the notice described in this section relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requests parent consent. Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related service.

Parent consent was received by the district to administer specific evaluations as listed on the individual prior notice. In a review of student records, the monitoring team noted that evaluations were not administered in all of the areas for which consent was received. For example, the prior notice for one student stated that the areas of visual motor and fine motor would be evaluated; there was no evidence evaluations were conducted in these areas. For another student, consent was received to conduct an adaptive behavior evaluation; there was no evidence evaluation was conducted in this area.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the parents have been fully informed of all information relevant to the activity for which consent is sought.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All evaluations for which parent consent is received will be administered.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The district's evaluation team will discuss and determine what areas need to be assessed and who will be administering each evaluation for the student. The district ensures that all evaluation listed on the prior notice/consent will be consistently administered.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of all initial evaluations and reevaluations conducted during the 4 month reporting period and report to SEP the total number of file reviewed and the number of file in which all evaluations on the prior notice/consent were administered.</p>	<p>On or before February 1, 2007</p>	<p>Special Educators Administrator Psychologist Related Service Staff</p>	<p>(completed by SEP)</p> <p>ONGOING-NOT ALL FILES WERE CORRECT 6.12.06</p> <p>MET 10.26.06</p>
<p>Please explain the data (4 month) 6/1/06 In 11 files reviewed, 9 files had all evaluations given that were listed on the prior notice. The two files that were missing evaluations were missing documentation of hearing tests/screenings.</p>			
<p>Please explain the data (8 month) 10/4/06 All files were reviewed for the period 6/12/06-10/04/06. Three Elementary and one JH/HS re-eval/eval were accomplished. All evaluations on the prior notice/consent were administered.</p>			
<p>Please explain the data (12 month)</p>			

<p>Principle: 5 – Individual Education Program</p>
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;

ARSD 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or visual impairments including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article.

Through a review of three student records the monitoring team identified the following issues:

1. A student was identified as other health impaired on child count due to an attention deficit disorder. The student's IEP did not contain behavior goals designed to address the educational needs due to the disability. The only goal in the IEP was to complete job forms.
2. Another student identified as other health impaired due to attention deficit disorder had a learning disability in written expression and oral expression. The only goal in the IEP was to "say 6 letter words..."
3. The only goal in the IEP for a student identified as having an orthopedic impairment was "to improve gait ability for running, walking and recreation, sports, and work activities as determined by the physical therapist throughout the year."

It was also noted by the team that other IEPs included some goals developed for a subject areas (i.e. science) taught by the special education teacher as opposed to the skill area affected by the disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures procedures are in place to develop an appropriate IEP for each student.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All student IEPs will be develop to confer educational benefit based upon the student's skill areas affected by the disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district IEP teams will develop students IEP to confer benefit, ensuring that present levels of performance and annual goals are written to address the educational needs of the student based upon the skill areas affected by the disability.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of all IEPs written during the 4 month reporting period and report to SEP the total number of IEPs reviewed and the number of IEPs in which annual goals are written to address the educational needs of the student based upon the skill areas affected by the disability.</p>	<p>On or before February 1, 2007</p>	<p>IEP Team Members</p>	<p>ONGOING- NOT ALL FILES WERE CORRECT 6.12.06</p> <p>MET 10.26.06</p>
<p>Please explain the data (4 month) 6/1/06 In the 20 files reviewed, 19 of the files had goals that were written to address the educational needs to the student based upon the skill areas affected by the disability.</p>			
<p>Please explain the data (8 month) 10/4/06 All files were reviewed for the period 6/12/06-10/04/06. Three Elementary and one JH/HS re-eval/eval were reviewed. All file reviews indicated the files had goals that were written to address the educational needs to the student based upon the skill areas affected by the disability.</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? The district special education staff will receive training on how to identify individual educational needs based upon skill areas affected by the student disability.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP the date of the training, presenter and the names of the district participants.</p>	<p>May 31, 2006</p>	<p>Special Education and Related Service Staff</p>	<p>ONGOING- NO DATA REPORTED 6.12.06</p> <p>MET 10.26.06</p>
<p>Please explain the data (4 month) NO DATA REPORTED BY SCHOOL</p>			
<p>Please explain the data (8 month) Staff attended state wide training for high school transition including "rethinking the IEP process for transition age students" "Oriented IEPs for Transition Students." The training was attended by our JH/HS SPED staff.</p>			
<p>Please explain the data (12 month)</p>			